

Gender & International Migration

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Office Hours: Tuesdays 2:00-3:15 p.m., and by appointment
Musical Offering Café | 2430 Bancroft Way, Berkeley
Sign up at <https://www.wejoinin.com/sheets/umcrw>

Spring 2019
Soc 190.4
Tuesdays 10-12 p.m.
B1 Hearst Annex

COURSE OVERVIEW

Today, more than 150 million people worldwide work across borders. Why do women and men leave behind their homelands to traverse national boundaries, in a process that often exacts emotional and financial costs? How are individuals' migration projects mediated by social, political, and ideological factors? And, how does migration impact the family, society, and nation?

This seminar will explore the causes, mechanisms, and consequences of international migration from a gendered and comparative perspective, drawing on cases not only from established im/emigrant societies in North America, but also from emerging recipient and sending countries in Asia. We will attend to primarily *three axes of comparison*: between migrant women and men; between contexts of reception and exit; and between Mexico and the Philippines as the world's leading emigrant societies. While our focus is on voluntary migration, we will consider how varying degrees of compulsion—whether shaped by material scarcity, gender ideologies, or cultural aspirations—influence individuals' decisions. We will study men and women's experiences in sectors that have absorbed a large number of migrants, such as agriculture, high-tech, transnational marriage, and domestic service.

In the first part of the course, we will begin by examining theories of international migration. The second section will shift attention away from economic to political factors that affect migration. We will analyze the role of government bureaucracies in regulating borders and population movement. Grounded in a feminist standpoint, the third segment will complicate migration theories by exploring how the social construction of gender, class, and race/ethnicity embedded in labor markets may enable or hinder an individual's mobility. In the final section, we will attend to various forms of political agency, exploring how migrants and allies deploy their leverage to remold the meaning of citizenship and gender identities.

COURSE DESIGN

As a capstone seminar in the Sociology Department, this course is designed to develop your critical thinking through: 1) reading and writing analytically; 2) discussing ideas clearly and generating thoughtful questions; 3) assessing and critiquing theories and evidence in scholarly literature. We will cultivate these skills in our weekly meetings, reading responses, and a final paper that you will get a chance to develop throughout the course, with the instructor's guidance. You should leave this seminar with a solid understanding of current academic debates on international migration.

TEXT

Course Readers will be available, on demand, at University Copy (2425 Channing Way, Berkeley, CA 94704). While I encourage you to purchase a reader for the ease of active reading and note-taking, you may gain access to all of the readings through bCourses under weekly modules. Links to online versions of the text are also indicated in the syllabus. To gain access to electronic articles and books from the library, whether for secondary research or for locating seminar texts, use your Calnet ID. If you are connecting from off-campus, consult the Web page here to configure your browser using EZproxy: <http://www.lib.berkeley.edu/using-the-libraries/connect-off-campus>.

COURSE REQUIREMENTS

Attendance: 5%

You are expected to be present in class and actively engaged in seminar. Please discuss with me by Week 3 if you know of potential issues that can affect your attendance. You are allowed ONE unexcused absence from class. Any additional unexcused absence will lower your overall course grade by 1%. Absences will only be excused for *unavoidable* reasons, such as health and family emergencies, and do not include prescheduled appointments, medical, or otherwise. In general, supporting documentation and prior notification, along with a clear explanation, is needed for excused absences.

Class Discussion: 20%

As this is an upper-division seminar designed to stimulate intellectual discussion rather than a traditional lecture, its quality depends on everyone's active participation both as a listener and discussant. Active participation entails 1) having completed assigned readings before class; 2) bringing readings to class (either a hardcopy or softcopy on a laptop or other electronic devices, excluding cell phones); 3) not being distracted by activities unrelated to the seminar, such as social media; and 4) being prepared to work in small groups and collectively as a class. In general, the earlier you speak out in class, the easier it is for you to contribute to a productive discussion. I expect everyone to respectfully listen to your peers and to exercise self-awareness regarding when and how you contribute in order to create a welcoming, inclusive atmosphere. It is also fine to pose questions to the entire class to stimulate discussion or to clarify confusion about a particular reading.

Written Memos: 25%

There are twelve substantive weeks of reading. You are expected to write 300-450 word reflection pieces, or memos, for **seven weeks of reading**. You will be assigned to Groups W and M to produce a total of seven memos based on the course schedule below. In the first two weeks of reading, both groups will write memos, after which you will alternate. Memos will receive a , , or no credit, depending on their quality and whether they are submitted on time. Please note that I will not provide detailed comments, though I will occasionally leave brief comments. Upload these memos on bCourses by **11:59 p.m. on Saturday** in order to give other students sufficient time to read your thoughts, as they are to be considered material for the following Tuesday's seminar. Members of the group not writing reading responses are required to submit a three-sentence response to a colleague's memo by **3 p.m. on Monday**. In approaching these memos, be sure to analyze, evaluate, and critique the texts rather than summarizing them. A major goal of this exercise is to encourage you to compare and adjudicate between viewpoints, and to critically analyze claims rather than accept them at face value. The following are some guiding questions for composing your memos: What do you see as significant? What are the points of similarity and/or contrast between authors in this week's reading or prior weeks' readings? How does an author's text fill a gap or complicate another author's perspective? How well does the author prove their argument(s)? What empirical evidence is marshaled to support their claims? What are the limitations of their approach?

Final Paper: 50%

For the seminar's final assignment, you will write a paper of 15-20 pages, double-spaced, in which you explore and answer an important sociological question about gender and migration. Papers should be based on secondary literature, and should develop a cogent, original argument supported by concrete evidence. We will conclude the seminar with a symposium, giving you an opportunity to present your analysis to your colleagues, and to respond to their feedback. All papers must include page numbers, use 12-point Times New Roman font, and have 1" margins all around. We will break down the research paper in the following manner, and discuss additional details in class. Final papers are due electronically via bCourses on noon, May 13th. To help you brainstorm and produce this paper, this assignment will be divided into four parts with deadlines spread across the semester. **You are required to come talk to me during office hours in the week of March 5th**, so that we can discuss how you might go about producing your final paper. You are encouraged to come to my office hours for each stage of the deadline, so that we can discuss your ideas thoroughly before you produce your final paper.

Paper Proposal (5%)	Due February 26 th
Literature Review (10%)	Due March 19 th
Detailed Written Outline (10%)	Due April 9 th
Final Paper (25%)	Due on noon, May 13 th

Office Hours

After the first week of instruction, I will hold regular office hours on Tuesdays from 2 to 3:15 p.m. at Café Milano on Bancroft. Sign up for my office hours at <https://www.wejoinin.com/sheets/umcrw>. You may also e-mail me to set up an appointment if you are unable to attend my regular hours. If you have concerns or questions about assigned readings, anything else related to the course or grad school, you are welcome to come to my office hours. I am responsive to students who come to my office hours and will take the time to assist you in whatever way I can. If something unforeseen happens during the semester, let me know immediately. I can be more helpful if you do not wait until an assignment is due to talk to me.

Email Policy and Announcements

While every effort is made to provide a timely response, note that it may take me more than 24 hours to write you back, and more than 48 hours over the weekend. For substantive questions and concerns consisting of more than two paragraphs to answer (6 sentences max), come to my office hours or set up an appointment with me so that I can address them as thoroughly as possible in person. I cannot respond to emails with lengthy lists of questions or proofread drafts of your essays via e-mail. Important announcements will be made electronically via bCourses.

Collaboration and Academic Integrity

Much of your learning in this class will come from the contributions and ideas of your classmates. Reviewing reading materials with fellow students can be enjoyable and enriching. In this respect, I recommend your collaboration. However, unless otherwise instructed, assignments are to be completed independently and should be the result of one's work.

In your assignments, you must remember to give credit where it is due, and know that in your papers, quizzes, and exams it is your own ideas that count. Anyone caught plagiarizing—copying text verbatim or paraphrasing an author's ideas without attribution—may receive a failing grade and may be reported to the University Center for Student Conduct. To avoid plagiarism, I urge you to utilize the MLA or Chicago-style format of citation in your papers and exams. Refer to <http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html> for guidance.

Accommodations

Students who need DSP accommodations should contact the Disabled Student Program (DSP) Office as soon as possible. Student information is kept strictly confidential. Web site: <http://dsp.berkeley.edu/>. If this applies to you, please e-mail me a letter from your DSP specialist as soon as possible. Note that the DSP office can handle requests for evaluating whether a student may require DSP accommodations at any time of the semester. Student athletes, parents, and others whose commitments might affect their ability to attend class or complete assignments on time must also contact me about possible scheduling conflicts and provide me with documented evidence early in the semester.

Campus Resources

Student Learning Center (SLC)'s writing program is staffed by professional staff and trained peer tutors who work with writers engaged in any stage of the writing process – from brainstorming paper topics, to formulating

and organizing arguments, to developing editing skills. While tutors will not proofread students' papers, they will help students learn to address issues of style, syntax, grammar and usage in their writing. Tutors are trained to work with non-native speakers of English and with writers from a variety of disciplines. For more information visit <http://slc.berkeley.edu/writing>

Student Life Advising Services (SLAS): This is an academic counseling and advising service that assists all undergraduate students, with a primary focus on Educational Opportunity Program students and students who participated in outreach programs. The SLAS office assists students in developing the skills needed to succeed at Berkeley and beyond by taking a comprehensive approach to counseling and advising on academic, personal, and social matters. Visit: <http://slas.berkeley.edu>

Tang Center Counseling and Psychological Services: The University Health Services (UHS) Counseling and Psychological Services staff provides confidential assistance to students managing problems that can emerge from financial, academic, legal, family concerns, and more. For more information call 510-642-7202 for prevention services; 510-642-9494 for counseling services; and 510-642-3188 for medical care or visit <http://www.uhs.berkeley.edu/>

Accommodation of Religious Creed: Requests to accommodate a student's religious creed by scheduling tests or examinations at alternative times should be submitted directly to the faculty member responsible for administering the examination by the second week of the semester. More information is available online at <http://opa.berkeley.edu/religiouscreedpolicy.htm>

Conflicts Between Extracurricular Activities and Academic Requirements: These guidelines focus on the handling of conflicts that arise between extra-curricular activities and academic requirements, and specifically concern the schedules of student athletes, student musicians, those with out-of-town interviews, and other students with activities that compete with academic obligations. More information is available online at <http://tinyurl.com/schedconflictguidelines>

CLASS SCHEDULE

PART I MIGRATION THEORIES

January 22 | Week 1

Course Overview. No office hours this week.

January 29 | Week 2 Political Economy of Migration

Groups W & M

Burawoy, Michael. 1976. "The Functions and Reproduction of Migrant Labor: Comparative Material from Southern Africa and the United States." *American Journal of Sociology*, 1050-1087.

Sassen, Saskia. 1998. "Chapter 3: America's Immigration 'Problem,'" *Globalization and Its Discontents: Essays on the New Mobility of People and Money*, pp. 31-50.

Recommended (not required):

Piore, Michael J. 1980. *Birds of Passage: Migrant Labor and Industrial Societies*. Cambridge; New York: Cambridge University Press, (pp.1-60).

Portes, Alejandro, "International Migration and National Development: From Orthodox Equilibrium to Transnationalism." *Sociology of Development* 2(2): 73-92.

Massey, Douglas and Karen Pren, 2012. "Unintended Consequences of US Immigration Policy: Explaining

the Post-1965 Surge from Latin America," *Population and Development Review* 38 (1): pp. 1-29.

PART II STATES AND BORDERS

February 5 | Week 3 Border Control

Group W & M

Keefe, Patrick R. 2006. "[The Snakehead](#)." *The New Yorker*. April 24.

Lee, Erika. 2002. "Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882-1924." *Journal of American History* 89 (1):54-86.

February 12 | Week 4 Migrant I(l)legality

Group W

Menjívar, Cecilia. 2006. "Liminal Legality: Salvadoran and Guatemalan Immigrants' Lives in the United States." *American Journal of Sociology* 111(4): 999-1037.

Gonzales, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." *American Sociological Review* 76(4): 602-19.

Recommended (not required):

De Genova, Nicholas P. 2002. "Migrant 'Illegality' and Deportability in Everyday Life." *Annual Review of Anthropology* 31 (1):419-47.

February 19 | Week 5 Labor-Brokerage State: The Philippine Case

Group M

Rodriguez, Robyn M. 2010. [Migrants for Export: How the Philippine State Brokers Labor to the World](#). Minneapolis: University of Minnesota Press (Chapter 1:1-18; Chapter 3: 50-74).

Rodriguez, Robyn M. 2011. "Philippine Migrant Workers' Transnationalism in the Middle East." *International Labor and Working-Class History* 79:48-61.

Recommended (not required):

McKeown, Adam. 2012. "How the Box Became Black: Brokers and the Creation of the Free Migrant." *Pacific Affairs* 85 (1):21-45.

February 26 | Week 6 Creative State: The Mexican Case

PAPER PROPOSAL DUE TODAY!

Group W

Iskander, Natasha. 2010. [Creative State: Forty Years of Migration and Development Policy in Morocco and Mexico](#). 1 edition. Ithaca: ILR Press. (Chapter 2: pp.27-30 & pp. 45-59; Chapter 7: 223-235).

Fernández-Kelly, Patricia and Douglas Massey. 2007. "Borders for Whom? The Role of NAFTA in Mexico-US Migration." *Annals of the American Academy of Political and Social Sciences* 610 (1): 98-118.

Recommended (not required):

Levitt, Peggy. 1998. "Social Remittances: Migration Driven Local-Level Forms of Cultural Diffusion." *International Migration Review* 32 (4): 926-48.

Basok, Tanya. 2000. "He Came, He Saw, He Stayed. Guest Worker Programmes and the Issue of Non-Return." *International Migration* 38(2): 215-236.

PART III GENDER AND MIGRATION

March 5 | Week 7 Male Migration from Mexico

Group M

Holmes, Seth. 2013. [*Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*](#). First Edition, With a Foreword by Philippe Bourgois edition. Berkeley: University of California Press (Chapter 2: 49-61; Chapter 3: 62-100).

March 12 | Week 8 Female Migration from Mexico

Group W

Hondagneu-Sotelo, Pierrette. 1994. [*Gendered Transitions: Mexican Experiences of Immigration*](#). University of California Press (Chapter 1: 1-18; Chapter 3: 34-52; Chapter 4: 53-97).

March 19 | Week 9 Male Migration from Asia

LITERATURE REVIEW DUE TODAY!

Group M

Margold, Jane. 1995. "Narratives of Masculinity and Transnational Migration: Filipino Workers in the Middle East." In Ong, Aihwa and Michael G. Peletz, eds., [*Bewitching Women, Pious Men: Gender and Body Politics in Southeast Asia*](#). Berkeley: University of California Press (pp.274-98).

Xiang, Biao. 2006. [*Global "Body Shopping": An Indian Labor System in the Information Technology Industry*](#). Princeton: Princeton University Press. (Intro: pp.1-11; Chapter 1 :13-19 ; Chapter 2: 24-38 ; Chapter 3: 39-52).

March 26 | Week 10

SPRING RECESS (No Class) – Remember to work on your detailed outline due in two weeks

April 2 | Week 11 Migrant Experiences in the U.S.

Group W

Purser, Gretchen. 2007. "The Dignity of Job-Seeking Men: Boundary Work among Immigrant Day Laborers." *Journal of Contemporary Ethnography* 1-23.

Solari, Cinzia. 2006. "Professionals and Saints: How Immigrant Careworkers Negotiate Gender Identities at Work." *Gender & Society* 20 (3): 301-31.

Thai, Hung Cam. 2004. "Clashing Dreams: Highly Educated Overseas Brides and Low-Wage U.S. Husbands." In Ehrenreich, Barbara, and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. 1st edition. New York: Holt Paperbacks (pp.230-253).

Recommended (not required):

Silvey, Rachel. 2004. "Power, Difference and Mobility: Feminist Advances in Migration Studies." *Progress in Human Geography* 28 (4): 490-506.

April 9 | Week 12 Migrant Domestic Workers

DETAILED WRITTEN OUTLINE DUE TODAY!

Group M

Parreñas, Rhacel Salazar. 2000. "Migrant Filipina Domestic Workers and the International Division of Reproductive Labor." *Gender & Society* 14 (4): 560-80.

Constable, Nicole. 2004. "Filipina Workers in Hong Kong Homes: Household Rules and Relations." In Ehrenreich, Barbara, and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. 1st edition. New York: Holt Paperbacks (pp.115-141).

Lan Pei-Chia. 2004. "Among Women: Migrant Domestic Workers and Their Taiwanese Employers Across Generations." In Ehrenreich, Barbara, and Arlie Russell Hochschild, eds., *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. 1st edition. New York: Holt Paperbacks (pp.169-189).

Recommended (not required):

Mahler, S. J. and Pessar, P. R. (2006), "Gender Matters: Ethnographers Bring Gender from the Periphery toward the Core of Migration Studies." *International Migration Review*, 40: 27-63.

April 16 | Week 13 Who Cares? Care Work in Transnational Families

Group W

Parreñas, Rhacel Salazar. 2001. "Mothering from a Distance: Emotions, Gender, and Intergenerational Relations in Filipino Transnational Families." *Feminist Studies* 27(2): 361-390.

Lan, Pei-Chia. 2006. Chapter 4. *Global Cinderellas: Migrant Domestic Workers and Newly Rich Employers in Taiwan*. Duke University Press Books (pp.125-159).

PART IV MIGRATION AND CITIZENSHIP

April 23 | Week 14 Political Participation and Gender Subjectivities

Group M

Elcioglu, Emine Fidan. 2017. "The State Effect: Theorizing Immigration Politics in Arizona," *Social Problems* 64 (2): 239–255.

Choo, Hae Yeon. 2013. "The Cost of Rights: Migrant Women, Feminist Advocacy, and Gendered Morality in South Korea." *Gender & Society* 27 (4):445–68.

Andrews, Abigail. 2014. "Women's Political Engagement in a Mexican Sending Community: Migration as Crisis and the Struggle to Sustain an Alternative." *Gender & Society* 28 (4):583–608.

Recommended (not required):

Levitt, Peggy. 1997. "Transnationalizing Community Development: The Case of Migration between Boston and the Dominican Republic." *Nonprofit and Voluntary Sector Quarterly* 26 (4): 509-526.

Rodriguez, Robyn M. 2002. "Migrant Heroes: Nationalism, Citizenship and the Politics of Filipino Migrant Labor." *Citizenship Studies* 6 (3):341–56.

Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. 2008. "Citizenship and Immigration: Multiculturalism, Assimilation, and Challenges to the Nation-State." *Annual Review of Sociology* 34 (1):153–79.

April 30 | Week 15

STUDENT SYMPOSIUM

FINAL PAPERS DUE at noon, May 13, 2019!